

## Business and Finance Technology Education Frameworks

### Business Law

#### Content Standard 1: Basics of the Law

Analyze the relationship between ethics and the law and describe the sources of the law, the structure of the court system, different classifications of procedural and substantive law.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<b>1.0 Understand the role that the law and ethics plays in business and society.</b>	<p><b>11-12.RH.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>11-12.RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>11-12.RH.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>11-12.RH.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<b>Beginning</b>	
• Define a law.	
• Define ethics.	
• Explain a person's responsibility to obey the law.	
• Identify ethical character traits and values.	
<b>Intermediate</b>	
• *Describe the difference between a legal and ethical responsibility.	
• *Describe the difference between a legal and ethical responsibility.	
• Identify the consequences of unethical and illegal conduct.	
• List the most common sources of the law.	
<b>Advanced</b>	
• Analyze and solve ethical and legal problems	
• Identify ethical problems resulting from contemporary business technology.	
• Describe the way that a business can be socially responsible.	

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CT Accounting Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p><b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>11.12.RST.10.</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>11-12.WHST.1.a.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>11-12.WHST.1.b.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>

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	<p><b>11-12.WHST.1.c.</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

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	<p><b>11-12.SL.2.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>11-12.SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

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<b>2.0 Describe the sources of the law.</b>	<b>11-12.RH.1.</b>
<b>Beginning</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<ul style="list-style-type: none"> <li>• *Identify the sources of law (Constitutions, Statutory Law, Administrative Regulations, Court Decisions and Precedent).</li> </ul>	<b>11-12.RH.2.</b>
<ul style="list-style-type: none"> <li>• Define regulations and explain how administrative agencies create regulations.</li> </ul>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>Intermediate</b>	<b>11-12.RH.3.</b>
<ul style="list-style-type: none"> <li>• Explain the differences between local, state and federal governments.</li> </ul>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<ul style="list-style-type: none"> <li>• Explain how courts make law (and explain the role of precedent in the legal system).</li> </ul>	<b>11-12.RH.5.</b>
<ul style="list-style-type: none"> <li>• Define the concept of stare decisis and explain the role of precedent in the state and federal legal systems.</li> </ul>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>Advanced</b>	<b>11-12.RH.8.</b>
<ul style="list-style-type: none"> <li>• Analyze the specific cases by stating facts, finding the legal questions, applying the laws, and resolving the issues.</li> </ul>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<ul style="list-style-type: none"> <li>• Research and evaluate specific statutes and administrative regulations.</li> </ul>	

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	<p><b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>11-12.RST.9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>11-12.WHST.1.a.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>11-12.WHST.1.b.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

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	<p><b>11-12.WHST.1.c.</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

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<b>3.0 Identify the structure of the court systems</b>	<b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  <b>11-12.WHST.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>Beginning</b>	
<ul style="list-style-type: none"> <li>Explain the function of the court.</li> </ul>	
<ul style="list-style-type: none"> <li>*Describe the basic structure (hierarchy) of the national and state court systems.</li> </ul>	
<ul style="list-style-type: none"> <li>Explain the role of legal professionals (judges, lawyers).</li> </ul>	
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>Differentiate between cases that belong within the jurisdiction of the federal and state court systems.</li> </ul>	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>Analyze the reasons that certain cases reach the U.S. Supreme Court.</li> </ul>	



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<b>4.0 Identify the classifications of procedural law.</b>	<b>11-12.RH.1.</b>
<b>Beginning</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<ul style="list-style-type: none"> <li>Distinguish between procedural law and substantive law.</li> </ul>	
<ul style="list-style-type: none"> <li>Define litigation.</li> </ul>	
<ul style="list-style-type: none"> <li>List the steps in criminal and civil trials</li> </ul>	
<ul style="list-style-type: none"> <li>Define alternate dispute resolution.</li> </ul>	
<b>Intermediate</b>	<b>11-12.RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<ul style="list-style-type: none"> <li>Describe the appellate process in criminal and civil trials.</li> </ul>	
<ul style="list-style-type: none"> <li>*Define the statute of limitations.</li> </ul>	<b>11-12.RH.8.</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>Compare and contrast the steps in a civil lawsuit with the steps in criminal prosecution.</li> </ul>	<b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<ul style="list-style-type: none"> <li>Identify and analyze different types of reactive and proactive ADR techniques.</li> </ul>	
	<b>11-12.SL.1.b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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	<p><b>11-12.SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

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<b>5.0 Identify the classifications of substantive law</b>	<b>11-12.RH.1.</b>
<b>Beginning</b>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
• Define civil law	
• Define criminal law	
• Define torts	
• Define negligence.	<b>11-12.RH.2.</b>
<b>Intermediate</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
• *Distinguish between a felony and a misdemeanor.	
• *Distinguish between a tort and a crime.	<b>11-12.RH.3.</b>
• Identify and relate the concept of liability and steps of negligence (reasonable person test; proximate cause).	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
• Describe the penalties available in criminal law and the remedies available in tort law.	
• Differential between the penalties for committing felonies and self-defense).	
<b>Advanced</b>	<b>11-12.RH.4.</b>
• Differentiate between survival statutes and wrongful death statutes.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
• Analyze the statutory and Supreme Court criteria for imposing the death penalty.	
• Analyze the impact and consequences of selected criminal violation on businesses.	

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	<p><b>11-12.RH.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>11-12.RH.8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>11-12.RH.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>11-12.RST.10.</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p>

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	<p><b>11-12.WHST.1.a.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>11-12.WHST.1.b.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>11-12.WHST.1.c.</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

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	<p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>11-12.SL.2.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>11-12.SL.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

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	<b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## Business and Finance Technology Education Frameworks

### Business Law

#### Content Standard 2: Contract Law, Law of Sales and Consumer Law

Analyze the relationship between contract law, law of sales and consumer law.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<b>1.0 Analyze the relationship between contract law, law of sales and consumer law.</b>	<p><b>11-12.RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>11-12.RH.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>11-12.RST.5.</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<b>Beginning</b>	
<ul style="list-style-type: none"> <li>Explain the nature of a contractual relationship.</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize the responsibilities created in a contract.</li> </ul>	
<ul style="list-style-type: none"> <li>List the elements required to create a contract.</li> </ul>	
<ul style="list-style-type: none"> <li>Define goods and distinguish them from services and real property.</li> </ul>	
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>Differentiate between classes of contracts.</li> </ul>	
<ul style="list-style-type: none"> <li>*Explain how offer and acceptance can create contractual rights and duties.</li> </ul>	
<ul style="list-style-type: none"> <li>Define counteroffer and describe the effects of a counteroffer in various contractual situations.</li> </ul>	
<ul style="list-style-type: none"> <li>Determine whether or not an agreement is definite enough to be enforced as a contract.</li> </ul>	
<ul style="list-style-type: none"> <li>Differential between the ways that assent can be undermined (e.g., fraud, nondisclosure, duress).</li> </ul>	
<ul style="list-style-type: none"> <li>*Define and distinguish between different types of consideration and list the expectation to the requirements of consideration.</li> </ul>	
<ul style="list-style-type: none"> <li>*Explain a minor's rights to avoid a contract.</li> </ul>	
<ul style="list-style-type: none"> <li>*Identify categories of people who lack contractual capacity.</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the concept of unconscionability and compare it to illegality.</li> </ul>	
<ul style="list-style-type: none"> <li>*List the essential information that should be included in writing under the statute of frauds.</li> </ul>	



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#### Content Standard 2: Contract Law, Law of Sales and Consumer Law

Analyze the relationship between contract law, law of sales and consumer law.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<ul style="list-style-type: none"> <li>• Explain the parole evidence rule.</li> <li>• Describe the various rules applied to the interpretation of contracts.</li> <li>• *Explain the various rules applied to contracts involving third parties.</li> <li>• *List the ways a contract can be discharged.</li> <li>• *Describe the breach of contract and the remedies available when a contract is breached.</li> <li>• Give examples of special rules that apply to sales contracts that do not apply to other contracts.</li> <li>• *Discuss consumer protection legislation (e.g., Federal Trade Commission Act, Consumer Product Safety Act and Consumer Leasing Act).</li> <li>• Define the terms “unfair business practice” and “false and misleading advertising.”</li> </ul>	<p><b>11-12.RST.9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.2.d.</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Identify problems created when contracts are negotiated and entered into over the Internet.</li> <li>• Analyze selected contract clauses such as a mandatory arbitration agreements and choice of forum clauses.</li> <li>• State when a contract for the sales of goods must be evidenced in writing.</li> </ul>	<p><b>11-12.WHST.2.e.</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>

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**Analyze the relationship between contract law, law of sales and consumer law.**

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p><b>11-12.WHST.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>11-12.SL.1.a.</b> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

## Business and Finance Technology Education Frameworks

### Business Law

#### Content Standard 3: Employment Law

Analyze employment law as it relates to the conduct of business in the state and national marketplace.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<b>1.0 Analyze the role and importance of employment law as it relates to the conduct of business.</b>	<p><b>11-12.RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>11-12.RH.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>11-12.RST.5.</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<b>Beginning</b>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the nature of the employer-employee relationship.</li> </ul>	
<ul style="list-style-type: none"> <li>• *Explain the doctrine of employment-at-will.</li> </ul>	
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>• *Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• *Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Occupational Safety and Health Act, etc.).</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify legislation that guarantees worker benefits (e.g., unemployment insurance pension protection, Social Security legislation, workers' compensation, etc.).</li> </ul>	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>• Analyze the impact of no-completion and confidentiality clauses in employment agreements.</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss the impact Immigration regulations to the operation of business.</li> </ul>	

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## Business Law

### Content Standard 3: Employment Law

Analyze employment law as it relates to the conduct of business in the state and national marketplace.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p><b>11-12.RST.9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.2.d.</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>11-12.WHST.2.e.</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>

# Business and Finance Technology Education Frameworks

## Business Law

### Content Standard 3: Employment Law

Analyze employment law as it relates to the conduct of business in the state and national marketplace.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p><b>11-12.WHST.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>11-12.SL.1.a.</b> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

## Business and Finance Technology Education Frameworks

### Business Law

#### Content Standard 4: Property Law

Explain the legal rules that apply to personal property, real property and intellectual property.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<b>1.0 Analyze personal property.</b>	<b>11-12.RH.2.</b>
<b>Beginning</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<ul style="list-style-type: none"> <li>Compare real property, personal property, and fixtures and explain why property distinctions are important.</li> </ul>	
<b>Intermediate</b>	<b>11-12.RH.3.</b>
<ul style="list-style-type: none"> <li>List different methods by which property is acquired.</li> </ul>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<ul style="list-style-type: none"> <li>Identify the forms of co-ownership of personal property.</li> </ul>	
<b>Advanced</b>	<b>11-12.RH.5.</b>
<ul style="list-style-type: none"> <li>Describe some protections given in copyright and trademark matters.</li> </ul>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<ul style="list-style-type: none"> <li>Evaluate current methods authorized by Transportation Security Agency (TSA) to ensure passenger safety on public transportation.</li> </ul>	
<b>2.0 Analyze real property.</b>	<b>11-12.RST.2.</b>
<b>Beginning</b>	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<ul style="list-style-type: none"> <li>Give examples of tangible and intangible personal property.</li> </ul>	
<b>Intermediate</b>	<b>11-12.RST.5.</b>
<ul style="list-style-type: none"> <li>*Distinguish among liens, licenses and easements and explain the differences.</li> </ul>	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<ul style="list-style-type: none"> <li>Explain the method of transferring title (Deeding) real property.</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the kinds of relationships that landlords and tenants may create.</li> </ul>	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>Distinguish between a lease and a deed.</li> </ul>	

## Business and Finance Technology Education Frameworks

### Business Law

#### Content Standard 4: Property Law

Explain the legal rules that apply to personal property, real property and intellectual property.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<ul style="list-style-type: none"> <li>Explain the rights and obligations of landlords and tenants on termination of a lease including lawful and unlawful eviction procedures.</li> </ul>	<p><b>11-12.RST.9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.2.d.</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>11-12.WHST.2.e.</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<ul style="list-style-type: none"> <li>Analyze the relationship between the government power of eminent domain and property ownership rights.</li> </ul>	
<p><b>3.0 Analyze intellectual property.</b></p>	
<p><b>Beginning</b></p>	
<ul style="list-style-type: none"> <li>Define the concept of intellectual property.</li> </ul>	
<p><b>Intermediate</b></p>	
<ul style="list-style-type: none"> <li>*List and define the types of intellectual property (e.g., trademark, trade name, trade dress, copyright, patent, and trade secret).</li> </ul>	
<ul style="list-style-type: none"> <li>Describe how each type of intellectual property is created and legally protected.</li> </ul>	
<ul style="list-style-type: none"> <li>Describe how intellectual property rights terminate or can be lost.</li> </ul>	
<ul style="list-style-type: none"> <li>*Explain copyright law, including the procedure for obtaining a copyright, copyright infringement and fair use doctrine.</li> </ul>	
<p><b>Advanced</b></p>	
<ul style="list-style-type: none"> <li>Describe the civil and criminal consequences for infringing on the intellectual property rights of another.</li> </ul>	

# Business and Finance Technology Education Frameworks

## Business Law

### Content Standard 4: Property Law

Explain the legal rules that apply to personal property, real property and intellectual property.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p><b>11-12.WHST.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>11-12.SL.1.a.</b> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>



# Business and Finance Technology Education Frameworks

## Business Law

### Content Standard 5: Family Law

Explain the legal rules that apply to marriage, divorce and child custody.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<b>1.0 Analyze marriage.</b>	<b>11-12.RH.2.</b>
<b>Beginning</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<ul style="list-style-type: none"> <li>Define marriage and explain the rights and obligations that are involved in marriage.</li> </ul>	
<ul style="list-style-type: none"> <li>Compare the definition of civil union with that of marriage.</li> </ul>	
<b>Intermediate</b>	<b>11-12.RH.3.</b>
<ul style="list-style-type: none"> <li>*Identify the issues and concerns that might be included in a prenuptial agreement.</li> </ul>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<ul style="list-style-type: none"> <li>*Distinguish between common law and a ceremonial marriage.</li> </ul>	
<ul style="list-style-type: none"> <li>Differentiate between classes of contracts.</li> </ul>	
<ul style="list-style-type: none"> <li>*Explain how offer and acceptance can create contractual rights and duties.</li> </ul>	<b>11-12.RH.5.</b>
<ul style="list-style-type: none"> <li>Identify the types of marriages that are prohibited by law.</li> </ul>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>Explain the impact of the laws of different countries on prenuptial agreements.</li> </ul>	<b>11-12.RST.2.</b>
<b>2.0 Analyze divorce and child custody.</b>	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<b>Beginning</b>	
<ul style="list-style-type: none"> <li>Contrast legal separation, annulment, divorce, and dissolution proceedings.</li> </ul>	
<ul style="list-style-type: none"> <li>Explain some of the typical grounds for divorce and annulment.</li> </ul>	<b>11-12.RST.5.</b>
<b>Intermediate</b>	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<ul style="list-style-type: none"> <li>Explain the laws of domestic relations as it relates to child custody.</li> </ul>	

# Business and Finance Technology Education Frameworks

## Business Law

### Content Standard 5: Family Law

Explain the legal rules that apply to marriage, divorce and child custody.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<ul style="list-style-type: none"> <li>*Outline the law of domestic relations as it relates to spousal and child support.</li> </ul>	<p><b>11-12.RST.9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>11-12.WHST.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.2.d.</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>11-12.WHST.2.e.</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><b>Advanced</b></p>	
<ul style="list-style-type: none"> <li>Discuss the impact of the laws of divorce on property distribution, child custody and child support.</li> </ul>	

# Business and Finance Technology Education Frameworks

## Business Law

### Content Standard 5: Family Law

Explain the legal rules that apply to marriage, divorce and child custody.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p><b>11-12.WHST.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>11-12.SL.1.a.</b> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>11-12.SL.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

## Business and Finance Technology Education Frameworks Business Law

### Content Standard 6: Wills and Trusts

Determine the appropriateness of wills and trust in estate planning.

CT Business Law Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<b>1.0 Analyze wills.</b>	<b>11-12.RH.2.</b>
<b>Beginning</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<ul style="list-style-type: none"> <li>Define testimony capacity and testamentary intent.</li> </ul>	
<ul style="list-style-type: none"> <li>Define a holographic will.</li> </ul>	<b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>*Explain how a will may be modified or revoked.</li> </ul>	
<ul style="list-style-type: none"> <li>*Distinguish between the protections given to spouses and to children under the law of wills.</li> </ul>	
<ul style="list-style-type: none"> <li>*Explain what happens to a decedent's estate when a person dies without a will.</li> </ul>	<b>11-12.RH.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>Identify the responsibilities of a personal representative or executor or administrator in the settlement of an estate.</li> </ul>	<b>11-12.RST.2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  <b>11-12.RST.5.</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>2.0 Analyze trusts.</b>	
<b>Beginning</b>	
<ul style="list-style-type: none"> <li>Define a trust</li> </ul>	
<ul style="list-style-type: none"> <li>Identify key characteristics of a trust.</li> </ul>	
<b>Intermediate</b>	
<ul style="list-style-type: none"> <li>Explain the advantages and disadvantages of establishing a trust.</li> </ul>	
<b>Advanced</b>	
<ul style="list-style-type: none"> <li>Identify the powers and duties of trustees</li> </ul>	
<ul style="list-style-type: none"> <li>Identify the rights and duties of beneficiaries.</li> </ul>	

# Business and Finance Technology Education Frameworks

## Business Law

### Content Standard 6: Wills and Trusts

Determine the appropriateness of wills and trust in estate planning.

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